



# CIVIL AIR PATROL CORE VALUES

## Lesson 1: Introduction to Core Values



The John Templeton Foundation: “the vast majority of Americans share a \_\_\_\_\_ set of core values: honesty, self-control, perseverance, respect, compassion, and service to those less fortunate.” As a result, CAP has developed a set of Core Values which are representative traits that help to define our \_\_\_\_\_.

**CAP's CORE VALUES HISTORY** - In 1997, the United States Air Force \_\_\_\_\_ a set of core values for its members to live by.

Civil Air Patrol embraced the concept of core values and began work on defining those values believed to be of greatest importance to the organization. CAP's core values essentially \_\_\_\_\_ the U.S. Air Force core values .

In February 1999, the following core values were formally approved\_\_\_\_\_. : Integrity, Volunteer Service, Excellence, and Respect. Over time, CAP has integrated these core values into all professional development programs for senior members and cadets.

The core values of Civil Air Patrol establish a common set of behavioral \_\_\_\_\_ as well as a set of standards to assess member \_\_\_\_\_.

### Define the following in your own words:

“Integrity” - \_\_\_\_\_

“Volunteer Service” - \_\_\_\_\_

“Excellence” – \_\_\_\_\_

“Respect” - \_\_\_\_\_

### Four reasons why we recognize the Core Values:

1. Core Values tell us the \_\_\_\_\_ of admission to the Civil Air Patrol.
2. they point to what is \_\_\_\_\_ and \_\_\_\_\_ in the CAP service.
3. They help us get a fix on the \_\_\_\_\_ climate of the organization.
4. They also serve as \_\_\_\_\_ vectoring us back to the path of professional conduct.

Civil Air Patrol’s character development program is designed to foster discussion about moral standards and values in the framework of \_\_\_\_\_ analysis.



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### Why Case Studies?

- the relevance of the discussion is emphasized by the ability of the members to \_\_\_\_\_ with the situation or challenge in the story.
- case studies enable members from different \_\_\_\_\_ and \_\_\_\_\_ levels to work together analyzing the stories and offering solutions to the problems
- case studies provide a \_\_\_\_\_ frame of reference, enabling the group to have an exploratory conversation
- in a problem-solving environment, the burden of learning and understanding shifts to the \_\_\_\_\_.
- case studies encourages behavioral \_\_\_\_\_.

### FAPS stands for:

**F** – \_\_\_\_\_

**A** – \_\_\_\_\_

**P** – \_\_\_\_\_

**S** – \_\_\_\_\_

**CASE STUDY:** When preflighting an aircraft, the CAP pilot notices what appears to be minor damage to the leading edge of the wing. It seems like a small problem at the moment, so he disregards it and flies a cadet orientation flight. After landing, he notices the damaged area has degraded severely.

**DISCUSSION QUESTION:** Which of CAP'S core values did the pilot violate?

**SUMMARY:** The Core Values represent the \_\_\_\_\_ of moral character expected of all Air Force and Civil Air Patrol personnel.



## CIVIL AIR PATROL CORE VALUES

### Lesson 2: Integrity



**Definition (CAPP 50-2) - INTEGRITY:** the very \_\_\_\_\_ of all core values; without it all other core values cannot prevail.

Integrity is the \_\_\_\_\_ for all that is moral and just in our society, embracing attributes such as courage, responsibility, accountability, justice, openness, self-respect, and humility.

CAP members must practice the highest standards of \_\_\_\_\_.

#### Integrity is:

- a \_\_\_\_\_ trait.
- the ability to hold together and properly \_\_\_\_\_ all of the elements of a personality.
- the \_\_\_\_\_ to do what is right even when no one is looking.

#### Integrity embraces other attributes such as:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

This core value means CAP members must practice the highest standards of \_\_\_\_\_.

#### CASE STUDY:

Cadet 2Lt Martin is summoned to the unit commander's office and informed of the Commander's decision to nominate her for a local volunteer award at the end of the next quarter. "This should give you enough time to study the awards packages of past winners to figure out what the board wants," says the Commander. "Think seriously about volunteering a few extra hours in the community to beef that package up."

Martin does as the Commander suggests and, at the appropriate time, provides to the Commander a list of accomplishments for the quarter. A week later, she is again summoned to the Commander's office and given the awards package to read. "Piece of cake," says the Commander. "I think you have more than a fighting chance to bring home the bacon!" At first the Commander's enthusiasm is unavoidably



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### Lesson 2: Integrity



infectious, but then Martin begins to look closely at the specific points made in the awards package. There is no doubt the Commander has “massaged” the truth on some of the bullet statements and, in one or two cases, the truth has been stretched to the ripping point. She points out these problems to the Commander, and he assures her “everything will be taken care of.”

Martin goes into the interview for the local volunteer award believing the Commander cleaned up the problems in the nomination package, but that belief is quickly destroyed when one of the board members asks her a question based on one of the problematic bullet statements.

After the interview, Martin reports this persistent problem to the Commander, who again promises to “take care of it.” Two days later, the Commander relays the information that Martin won at the local level and will compete, the following week, at the state level. “Good luck,” he says to Martin, “it’s all up to you now.”

The next week, Martin wins at the state level, but this time it is impossible to tell from the questions whether or not the package still contains the problematic bullet statements.

### DISCUSSION QUESTIONS:

1. What was the primary CAP Core Value not being adhered to in this case?
2. Who was not adhering to this CAP Core Value and why?
3. Did this case bring the other CAP Core Values into question? How?
4. What will happen in the squadron if others find out about the lack of Integrity and Excellence demonstrated?
5. Who could Martin have consulted with if she thought she was unable to handle this situation herself?
6. What should Martin do after winning the state- level award and realizing her package may still have contained problematic bullet statements?

### SUMMARY:

Integrity requires three steps:

- (1) discerning what is \_\_\_\_\_ and what is \_\_\_\_\_;
- (2) acting on what you have discerned, even at \_\_\_\_\_ cost; and
- (3) saying openly that you are acting on your \_\_\_\_\_ of right from wrong.

- Stephen L. Carter, Integrity

Integrity is something we should have in our head, our heart, our hands. We should \_\_\_\_\_ it, \_\_\_\_\_ it, and \_\_\_\_\_ it. - USAF Core Values



## CIVIL AIR PATROL CORE VALUES

### Lesson 3: Volunteer Service



**Definition (CAPP 50-2) - VOLUNTEER SERVICE:** The very \_\_\_\_\_ of Civil Air Patrol's service to humanity.

This core value implies a \_\_\_\_\_ on the part of all CAP members to place the organization's purposes first and foremost.

#### ***"Service before self":***

- tells us that our \_\_\_\_\_ take precedence over personal \_\_\_\_\_.  
All CAP volunteers willingly give of their time, energy, and personal resources.
- Many have made the ultimate \_\_\_\_\_ by losing their lives while serving the organization.
- This core value implies a commitment on the part of all CAP members to place the organization's \_\_\_\_\_ first and foremost.

**This process starts with the member's agreement to obey the rules and regulations of CAP and the Air Force.**

-- \_\_\_\_\_ is an absolute must.

-- Includes the following behaviors:

- \_\_\_\_\_ following.
- \_\_\_\_\_ and self-control.
  1. \_\_\_\_\_.
  2. \_\_\_\_\_ in the system.

**CASE STUDY:** Saturday morning, Mitch White was planning to sleep-in when the phone rang. Mitch answers the phone and is surprised to hear his Civil Air Patrol squadron commander, Lt Col. Sheffield say "I'm looking for volunteers to fill sandbags for a nearby community threatened by a flood." Mitch says he has plans with his friends for the day and will not be able to help. He will see what he can do the following day.

#### **DISCUSSION QUESTIONS:**

1. How do the Core Values relate to a situation like this?



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### Lesson 3: Volunteer Service



2. Why would a Civil Air Patrol member's relationship with the local community be part of his/her responsibility to the unit? What if the CAP's squadron commander believes it is, and prompts regular "volunteer" projects?
3. Mitch didn't give a specific reason for not helping. Is he performing less than Excellence in his duty?
4. Based upon the Core Value of Service Before Self, when must you respond to requests for help?

#### SUMMARY:

- A \_\_\_\_\_ part of serving involves following rules, showing respect for others, and enforcing discipline and self-control. .
- Service also demands that members always serve out of \_\_\_\_\_ for human dignity.
- Service means \_\_\_\_\_, and duty means respect and dignity, and we must always keep that foremost in our actions.



## CIVIL AIR PATROL CORE VALUES

### Lesson 4: Excellence



**Definition (CAPP 50-2) - EXCELLENCE:** \_\_\_\_\_ to be the very best by constantly improving CAP's humanitarian service to America.

From \_\_\_\_\_ appearance to \_\_\_\_\_ management, excellence must be the goal of all CAP members.

**Quote:** *"The problem is \_\_\_\_\_ is fast becoming the by-word of our times. Every imaginable excuse is now being used to make it acceptable, even preferred... Conformity is too easy. Mediocrity is too safe. Too many \_\_\_\_\_ for less than their best."*  
Sheila E. Widnall, former Secretary of the Air Force.

**From personal appearance to resource management, excellence must be the goal of all CAP members**

- \_\_\_\_\_ excellence.
  - \_\_\_\_\_ excellence.
  - \_\_\_\_\_ excellence.
  - \_\_\_\_\_ excellence.
  - \_\_\_\_\_ excellence.
1. Excellence of \_\_\_\_\_ operations.
  2. Excellence of \_\_\_\_\_ operations.

**CASE STUDY:** To help memorialize the victims of 9/11, the local squadron has obtained permission from the school principal to wear their uniforms on September 11. Robert is in John's class and is very impressed by the sharp uniform. After talking for a while, Robert expresses a keen interest and asks if he can attend a meeting. John tells him about all the exciting things CAP does and gives him the details of where and when the squadron meets.

Robert and his parents arrive at John's squadron at the appointed time but are surprised that no one is there. They wait for 15 minutes and are about to leave when some cars pull into the parking lot. Robert sees John and says, "I thought the meeting started earlier." John laughs and says that no one is ever on time for these meetings. When the meeting does start, Robert believes it is disorganized and the members pay little attention to the commander's lesson.

The next day at school, John asks Robert if he is going to join and is surprised when Robert says no.



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## Lesson 4: Excellence



### DISCUSSION QUESTIONS:

1. What was the primary CAP Core Value not being adhered to in this case?
2. Who was not adhering to this CAP Core Value and why?
3. Did this case bring the other CAP Core Values into question? How?
4. What do you think will happen in the squadron they continue to pay lip service to the core values?
5. How do our actions reflect what we value?
6. Why is training so important?
7. Give an example of why excellence in external operations is so important.

### SUMMARY:

- In the CAP, the nature of our mission \_\_\_\_\_ demands we must focus on the results and get the job done right the first time and on time.
- As a moral ideal, however, excellence demands more than mission accomplishment. To excel is to \_\_\_\_\_, to go beyond what is expect and we must constantly strive for such results.
- CAP members cannot accept the \_\_\_\_\_.
- There is no room for the " \_\_\_\_\_ " mentality in the CAP.

This quote is from a commentary by Secretary of the Air Force, Sheila Widnall, and Air Force Chief of Staff, General Ronald Fogleman: *"Because we've been entrusted with our nation's security and a good portion of the national treasure--because our mission often involves the risk of human life and sometimes national survival--because we are authorized to act on behalf of our entire society--then the obligation to excel is a moral obligation for members of a professional force."*





## CIVIL AIR PATROL CORE VALUES

### Lesson 5: Respect



**Definition (CAPP 50-2) - RESPECT:** Treating everyone with \_\_\_\_\_ and \_\_\_\_\_ and working together as a \_\_\_\_\_.

The effectiveness of any organization is greatly dependent upon the \_\_\_\_\_ in which people work.

We must create an \_\_\_\_\_ in the CAP where mutual respect abounds, making way for prosperity, innovation and excellence in serving this great nation.

#### **CAP members come from all walks of life.**

- \_\_\_\_\_ respect
- Benefit of the \_\_\_\_\_.
- \_\_\_\_\_ for others.

#### **CASE STUDY:**

Seagull Squadron had never had a drill team before this year. The idea came from a couple of the cadets who had attended the encampment and came back enthusiastic about developing a team. No one thought much about competitions. Instead, the cadets focused on learning to drill and having fun.

The squadron commander suggested they enter the wing competition. He told them that it would be a good experience for them and just to do the best they could. They entered and finished fourth out of eight teams. The squadron commander praised the cadets for their effort.

Over the next year, the team continued to drill together and genuinely enjoyed working hard. They came to trust and encourage one another. When the next wing competition came, the commander again encouraged them to enter. They agreed and this time they won. Everyone celebrated. The commander told them that they would now compete at the Region competition. He said he expected them to make him proud.

The cadets worked hard and won the region competition. The enthusiasm for the drill team ballooned. They were praised and encouraged by the whole community. The commander said that winning the National Cadet Competition was in their grasp. They would have to focus and work hard. They had the skills and the opportunity, and they had no excuse for not winning. At the National Cadet Competition, the team did not win. The commander became upset with them and told them that they were all losers and he was disappointed in their effort and performance. He said that they had not performed well and that he was embarrassed to be their commander.

The following year, the squadron did not field a drill team at all.



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## Lesson 5: Respect



### DISCUSSION QUESTIONS:

1. What was the primary CAP Core Value not being adhered to in this case?
2. Did this case bring the other CAP Core Values into question? How?
3. Why is mutual respect important to team-building?
4. What core values do you feel that the cadets demonstrated?
5. How do you feel when you are not shown proper respect? How do you think the other person feels when you do not show proper respect ?

### SUMMARY:

**Respect:** CAP members come from all walks of life. Therefore, it is extremely important that members \_\_\_\_\_ each other with fairness and dignity, and \_\_\_\_\_ together as a team. To do otherwise would seriously impair CAP's capability to accomplish the \_\_\_\_\_.

*"The unfailing formula for production of morale is patriotism, self-respect, discipline, and self-confidence within a military unit, joined with fair treatment and merited appreciation from without. It cannot be produced by pampering or coddling an army, and is not necessarily destroyed by hardship, danger, or even calamity... It will quickly wither and die if soldiers come to believe themselves the victims of indifference or injustice on the part of their government, or of ignorance, personal ambition, or ineptitude on the part of their leaders." (Gen Douglas MacArthur)*